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ABSTRACT

This monograph is designed to motivate and assist Kentucky vocational administrators in fulfilling their role in achieving sex fair vocational education. Section 1 describes the status of vocational education in Kentucky and the United States. These areas are covered: changing roles of men and women, composition of the labor force, undersupply of qualified workers for nontraditional occupations, enrollment figures, and summary of a sex bias analysis. The focus of section 2 is the educational administrator's role in sex fair vocational education. These responsibilities are discussed: (1) identification of problems in the vocational program through diagnostic analysis or surveys and (2) administration of an eight-step planned program for change. Section 3 suggests five specific strategies and actions to help administrators in their efforts to promote sex equity in their vocational programs: Administrative Planning Guide, Suggested Survey Form, Policy Statement Strategy, Awareness Strategies, and Reinforcement Strategies. Section 4 summarizes legislation concerning sex fair employment and vocational education. A list of sources for sex equity resource materials is appended. (YLB)

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HOW TO . . . STRATEGIES FOR SEX EQUITY

"The Role of the Educational Administrator"

by

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Spring 1980

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INTRODUCTION

It is mandated by law that vocational employment and training will be provided to the people of the United States on a sex fair basis. Every person, regardless of sex, has the right to develop individual potential to achieve her or his own creative emotional and intellectual aspirations. However, statistics and facts concerning the labor market (employment and advancement opportunities, salaries, etc.) and the educational environment (vocational enrollment and graduation figures, male/female faculty representation, etc.) consistently substantiate the fact that discrimination based upon sex still exists in society, in business, and in education.

In the state of Kentucky, a major goal of vocational education is to achieve sex fair vocational education in the 1980s. Toward that end, this monograph has been written to:

1. increase awareness of the need for emphasis upon sex fair vocational education policies and practices.
2. charge educational administrators with the responsibility for providing leadership as change agents.
3. suggest strategies for achieving successful sex fair vocational policies and procedures.
4. review laws and mandates concerning sex fair vocational training and employment.

Education is an excellent leader for implementing social change. Schools and educators can play a crucial role in initiating discussion about sex fair vocational education and employment, increasing awareness of the issues and problems, providing the means to develop knowledge and skills, facilitating an understanding of the intent of the state and federal legislation promoting educational equity for all students. This monograph is designed to motivate and assist vocational administrators in fulfilling this role in their particular school communities.

STATUS OF VOCATIONAL EDUCATION

Vocational education is secondary, adult, and two-year post-secondary level instruction in recognized occupations--agriculture, health, consumer/occupational home economics, business/office, distribution, technical, and trade/industrial programs and courses. As of 1978, over 60% of high school students were enrolled in vocational programs in the United States. In the state of Kentucky, approximately 67% of high school students were enrolled in vocational programs.

Secondary/Vocational Enrollments*

1978-79

Group	Total Secondary	Vocational Secondary	Percent of Total
**Nation	15,455,000	10,037,560	64.94%
Kentucky	272,562	184,087	67.53%

*Department of Health, Education, and Welfare--Office of Education

**Estimated

These statistics support the fact that vocational education is big business. And, this can be attributed to labor market needs in the United States. Federal and state laws require that vocational education students be prepared for the occupations that are in demand in the labor market.

Social and Economics Environment

The United States has changed from an agricultural society to an industrial and technical one. As this change has occurred, the roles of men and of women have changed in at least seven ways.

1. An increasing number of women are entering the paid work force. Approximately 60% of all women between the ages of 18 and 65 work outside the home, and they make up about 41% of the total labor force.

2. Women are increasing their years of formal education. As of 1979, they equal men in completing an average of nearly eleven years of school.

And, in undergraduate collegiate education, women make up about half of the student enrollment.

3. Women are having fewer children. The birthrate and size of families in the United States has been steadily declining.

4. More women are joining the ranks of men as heads of households. Changing economic opportunities, changing viewpoints of marriage, increasing divorce rates, and increasing numbers of single adults have increased the numbers of females who head households.

5. Men have less responsibility for the full financial support of the family. The rising cost of living and the increasing desire of women to work have caused men to more readily accept shared financial responsibilities.

6. Men are assuming more responsibility for household work and for child care. As a single parent or as a partner in a two-career family, men are beginning to disregard role stereotypes.

7. Men and women are beginning to enter nontraditional occupations. Technological advancements constantly create new jobs and drastically change existing ones. Technology now makes it possible for both men and women to be trained and employed for practically every type of work.

In addition to these social changes in the United States, an evolution has also occurred in the legal concepts of justice and of discrimination. Laws in the 1960s and in the 1970s have defined discrimination, structured guidelines for equal opportunity, and have identified sex fair employment and educational requirements. A summary of these laws is presented in a section of this monograph.

The legal system in the United States is committed to the support of equal opportunities for males and for females in all facets of the social and economic environment. And, of course, the evolution in the legal

principles related to discrimination and to equal opportunities has and will continue to affect employment and educational environments. Not only must businesses and educational institutions follow equal opportunity guidelines but they must also achieve a certain representation of males, females, and minorities in their numbers of workers and of students.

Employment Picture

As of 1978, 49 million women (52 percent) and 45 million men (48 percent) comprised the work force in the United States. In terms of labor market needs and employment growth, total employment in the United States is expected to increase by 20 percent in the years between 1978 and 1990.[1]

Employment by occupation in 1978 and predictions for employment by occupation for 1990 are shown in Table I. The number of white-collar workers is expected to increase by 24 percent between 1978 and 1990--from 47.2 million to 58.3 million. The number of service workers is also expected to increase about 30 percent--from 12.8 million to 16.7 million. Blue-collar workers are expected to increase by 16 percent--from 31.5 million in 1978 to 36.6 million in 1990.[2]

In addition to filling the need for more workers in particular occupations between 1978 and 1990, businesses are also concerned about the balance of males and females in the supply of qualified workers. Because of equal opportunity legislation on both national and state levels, labor supply needs have to be met on the basis of equal opportunity employment. Employment figures have to show sex fair recruitment and employment. This means that employment needs in the 1980s will involve increased emphasis on recruitment of men and women into nontraditional vocational occupations.

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[1]Bureau of Labor Statistics, U. S. Department of Labor.

[2]Division of Occupational Outlook, Bureau of Labor Statistics.

TABLE I

EMPLOYMENT GROWTH — 1978-1990*

	TOTAL EMPLOYMENT IN 1978	TOTAL OPENINGS EACH YEAR	NEW OPENINGS EACH YEAR	REPLACEMENT OPENINGS EACH YEAR	%INCREASE 1978-90
BLUE-COLLAR WORKERS	**31,531,000**	**1,360,000**	**435,000**	**925,000**	**16.1**
ASSEMBLERS	1,164,000	77,000	42,000	35,000	43.0
AUTO MECHANICS	860,000	37,000	16,000	21,000	22.7
BLUE-COLLAR SUPERVISORS	1,671,000	69,000	21,000	48,000	16.0
BUSINESS MACHINE REPAIRERS	63,000	4,200	2,950	1,250	56.0
CARPENTERS	1,253,000	58,000	11,000	47,000	10.9
CONSTRUCTION LABORERS	860,000	49,000	10,000	39,000	12.8
CONSTRUCTION MACHINE OPERATORS	581,000	36,000	19,900	16,100	41.4
COMPUTER SERVICE TECHNICIANS	63,000	5,400	4,800	600	92.5
INDUSTRIAL MACHINERY REPAIRERS	655,000	58,000	36,000	22,000	66.0
LOCAL TRUCK DRIVERS	1,720,000	64,000	26,000	38,000	18.4
LONG-DISTANCE TRUCK DRIVERS	584,000	21,500	8,700	12,800	18.0
MAINTENANCE ELECTRICIANS	300,000	15,500	7,000	8,500	28.3
MANUFACTURING INSPECTORS	771,000	35,000	11,500	23,500	18.0
PAINTERS	504,000	27,500	6,200	21,300	13.5
PLUMBERS AND PIPEFITTERS	428,000	20,000	7,000	13,000	19.9
WELDERS	679,000	35,000	19,000	16,000	33.6
OTHERS	19,375,000	737,900	175,950	561,950	27.9
WHITE-COLLAR WORKERS	**47,305,000**	**3,067,000**	**933,000**	**2,133,000**	**33.8**
BANK CLERKS	505,000	45,000	21,000	24,000	50.5
BOOKKEEPERS	1,830,000	96,000	18,000	78,000	11.8
CASHIERS	1,400,000	119,000	58,500	60,500	49.7
CLAIM REPRESENTATIVES	169,000	10,250	5,600	4,650	40.5
INSURANCE AGENTS	568,000	30,000	9,500	20,500	20.0
RETAIL TRADE SALES	2,851,000	226,000	78,000	148,000	32.8
SECRETARIES	3,684,000	305,000	138,000	167,000	45.4
TEACHERS' AIDES	342,000	25,500	14,800	10,700	51.8
TYPISTS	1,044,000	59,000	17,000	42,000	19.4
OTHERS	34,812,000	2,151,250	572,600	1,577,650	19.7
SERVICE WORKERS	**13,839,000**	**1,017,000**	**317,000**	**700,000**	**39.9**
BARTENDERS	282,000	21,600	7,300	14,300	30.9
BUILDING CUSTODIANS	2,251,000	176,000	38,000	138,000	20.1
COOKS & CHEFS	1,186,000	86,000	31,000	55,000	31.9
CORRECTION OFFICERS	110,000	13,000	3,500	9,500	38.9
DINING-ROOM ATTENDANTS AND DISHWASHERS	455,000	37,000	24,000	13,000	62.8
FOOD-COUNTER WORKERS	463,000	34,000	15,000	19,000	39.9
GUARDS	550,000	70,000	20,000	50,000	50.0
LICENSED PRACTICAL NURSES	518,000	60,000	26,000	34,000	62.2
NURSING AIDES, ORDERLIES AND ATTENDANTS	1,037,000	94,000	45,000	49,000	52.0
WAITERS AND WAITRESSES	1,383,000	70,000	21,000	49,000	18.2
OTHERS	4,604,000	355,400	86,200	269,200	22.7
FARM WORKERS	**2,796,000**	**106,000**	**-33,000**	**143,000**	**-15.9**
TOTAL	**94,373,000**	**5,533,000**	**1,633,000**	**3,900,000**	**30.8**

*Adapted from data provided by Division of Occupational Outlook, Bureau of Labor Statistics.

As of 1978, nearly 70 percent of working women and nearly 70 percent of working men are employed in three occupational groups.

Women	Men
Clerical	Managers and Administrators
Service	Professional/Technical
Operatives	Craft/Kindred Workers

Statistics concerning the composition of the labor force seem to indicate that there is an undersupply of qualified men and women to enter nontraditional occupations. Occupational sex segregation has been characteristic of the labor market for many years in the United States. Sex segregation, a very large number of one sex filling particular kinds of jobs, hurts both men and women as it closes off occupations in which they might be extremely productive. Such segregation also has a tendency to trap women into typically low-paying, low-status jobs. This tendency is due largely to the reluctance of employers to overlook the traditional myths about female workers.

According to the most recent Bureau of Labor Statistics, people are just beginning to make enroads into nontraditional occupations. For example, the number of women in blue-collar jobs has almost doubled since 1970. They have entered many blue-collar fields that have been previously male exclusives. Heading the list for their numbers are:

131,140 bus drivers	6,000 butchers
50,000 punch-press operators	14,000 printing-press operators
41,000 animal caretakers	10,600 brick masons/stone masons
	5,700 auto mechanics[3]

Men are also beginning to cross nontraditional occupational lines. Their numbers are increasing in clerical, secretarial positions, and health care occupations. Table II.

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[3]Muriel Lederer, BLUE COLLAR JOBS FOR WOMEN (N.Y.: E. P. Dutton, 1979), pp. 4-5.

TABLE II

EMPLOYMENT BY OCCUPATIONAL GROUP, RACE AND SEX--1978*

(In Thousands)

Groups	Total Employed	Percent Female	Male
All Occupations	94,373	52.4	47.6
Professional & Technical	14,245	51.4	48.6
Managers & Administrators	10,105	28.4	71.6
Sales Workers	5,951	49.8	50.2
Clerical Workers	16,904	99.1	.9
Craft & Kindred Workers	12,386	18.7	81.3
Operatives	10,875	54.7	45.3
Transport Equipment	3,541	22.2	77.8
Nonfarm Laborers	4,729	28.8	71.9
Farm Laborers & Supervisors	1,318	32.0	68.0
Service Workers	11,677	77.6	22.4
Private Household	1,162	97.7	2.3

*Statistical Abstract of the United States. (Washington, D. C.: U. S. Government Printing Office, 1979), pp. 416-418.

The undersupply of qualified workers for nontraditional occupations is explained on the basis of such factors as the following:

1. Career counseling which follows traditional career paths for either males or females.
2. Ineffective career orientation information. People are not aware of job opportunities in particular fields for both male and female workers.
3. Apprenticeship training programs which have previously limited participation to one sex.
4. Attitude beliefs that there are jobs that should be performed by only one sex, that women are less competent than men, that woman's place is in the home with the children.
5. Low wages associated with traditional female occupations.
6. Limited educational program options in traditional female occupations.
7. Extensive educational program options in traditional male occupational programs.
8. Exclusive enrollment by a particular sex in particular vocational programs.
9. Traditional concentration of female students in three areas of vocational education--home economics, health, office work.
10. Traditional concentration of male students in three areas of vocational education--agriculture, technical, trade/industrial.
11. Physical isolation of classes--female course work in one building; male course work in another building.
12. Insufficient numbers and visibility of nontraditional role models. Vocational education staff are sex segregated. Nearly 100 percent of agriculture teachers, about 97 percent of technical education teachers, and over 85 percent of trade/industry teachers are men. Over 95 percent of home economics teachers, about 85 percent of health occupation teachers, and over 70 percent of office/business teachers are women.

There are many reasons for the undersupply of qualified nontraditional workers in vocational occupations; however, this undersupply problem has to be solved in order to meet labor supply needs for the 1980s. The Labor Department requires companies with federal contracts of $10,000 or more to meet specific goals for hiring nontraditional workers in craft jobs--carpentry, electricity, plumbing, etc. Women, for example, must make up 3.1 percent of the

work crews in each craft as of 1979, 5 percent by 1980, and 6.9 percent by 1981. The department has also ordered companies and unions that run federally registered apprenticeship programs in these crafts to enroll women at a rate equal to half their percentage of the general work force in any area, or about 20 percent for most entering classes.

The employability of people with vocational skills and the greater emphasis on nontraditional employees makes it necessary for educational administrators to recruit and to train nontraditional vocational students at the secondary level of education.

Vocational Enrollments

Secondary vocational enrollment figures for 1978 for the nation and for Kentucky are shown on page 1. Total vocational enrollments for the state of Kentucky--secondary, adult, and two-year levels of education are shown in Table III. Enrollments in Kentucky's vocational programs have increased 81.99 percent over an eight-year period.

Table III
Total Vocational Enrollments
for Kentucky*

1971 - 1978

Year	No.	% of Change
1971	145,324	
1974	194,123	33.58
1975	227,870	17.39
1976	241,458	5.96
1977	264,480	3.91
1978	292,546	10.61

*Occupational Information Unit, Bureau of Vocational Education, Kentucky Department of Education.

On a national level, enrollments in secondary vocational education have increased in a seven-year period. And, as is shown in Table IV in the state of Kentucky, enrollments in secondary vocational education have increased by 109 percent over an eight-year period.

Table IV

Secondary Vocational Enrollments*

1971 - 1978

Years	Nation	% of Change	Kentucky	% of Change
1971	6,487,446		87,872	
1974	8,387,026	29.28	119,260	35.72
1975	8,494,808	1.28	138,804	16.39
1976	8,856,278	4.26	156,616	12.83
1977	9,555,005	7.88	168,990	7.90
1978	-----	----	184,087	8.93

*Occupational Information Unit, Bureau of Vocational Education, Kentucky Department of Education

From 1971 to 1978, vocational enrollments in the state of Kentucky have been distributed among the eight major vocational programs shown in Table V on page 11. Enrollments in six programs have been increasing, with the health programs showing the lowest percentage of increase in enrollment.

As of 1978, the distribution of males and females in vocational education enrollments in eight major vocational programs across the nation and in the state of Kentucky are presented in Table VI on page 12. All eight programs show an increase in total enrollment and an increase in the enrollments for both male and female groups.

In the distribution differences between males and females, on a national level and on a state level (Kentucky), males are concentrated in agriculture, technical and trade/industrial vocational programs. Females on the other hand,

are concentrated in home economics, health, and office vocational programs. Over 75 percent of the enrollments in all programs except distributive education are representative of one particular sex.

The distribution differences between males and females in vocational education programs correlates with the composition of the labor market

--dominance of females in traditionally female occupations.
--dominance of females in traditionally female vocational programs.

--dominance of males in traditionally male occupations.
--dominance of males in traditionally male vocational programs.

--vocational occupation hiring practices and worker attitudes encourage dominance of traditional work types.
--vocational education program recruitment practices and leadership attitudes encourage dominance of traditional student types.

There is a definite correlation between equal educational opportunities and equal participation in the job market. Therefore, myths, stereotypes, customs/mores have to be reoriented to gear up for the accomplishment of vocational education's responsibilities in the 1980s--(1) sufficient numbers of qualified vocational graduates and (2) sufficient numbers of qualified non-traditional vocational graduates.

To date, enrollments in vocational education programs are increasing, and that is evidence of education's knowledge of the need to meet labor market supply needs. This pattern of growth is expected to continue in the 1980s; and the quality and quantity of educational leadership, instructional expertise, supplies, equipment, and facilities, will have to be provided and maintained in order to make the vocational programs attractive to all vocationally interested students.

Sex Bias Analysis

A study by Richardson, Davis, and Ehresman entitled "An Analysis of Sex-Role Stereotyping and Sex Bias in Secondary Vocational Education in Kentucky" was submitted to Kentucky's Bureau of Vocational Education in September 1979.

TABLE V

KENTUCKY VOCATIONAL ENROLLMENTS*

1971 - 1978

Program	1971	1974	1975	1976	1977	1978	% Increase from 71-78
Agriculture	19,316	21,812	22,104	22,135	23,692	22,295	15.42
Distribution				12,233	13,129	12,432	4.09
Health	2,508	5,163	5,608	4,987	5,344	7,650	205.02
Consumer (HE)	49,539	64,458	79,435	90,502	81,785	78,422	58.30
Occupational (HE)	1,666	3,209	2,907	3,246	3,447	3,326	99.63
Office	19,713	26,186	31,290	32,812	34,279	30,870	56.58
Technical	1,143	1,150	1,241	1,023	989	605	-----
Trade/Industrial	35,977	31,668	36,130	34,049	41,647	35,170	-----

*Occupational Information Unit, Bureau of Vocational Education, Kentucky Department of Education

Table VI

Vocational Education Enrollments

1978

Program	Nation	Males	Females	Kentucky	Males	Females
Agriculture	1,600,542	1,426,718 (82.8%)	173,824 (17.2%)	22,295	19,337 (90.8%)	2,039 (9.2%)
Distribution	962,009	430,271 (48.5%)	495,738 (51.5%)	12,432	4,687 (37.7%)	7,745 (62.3%)
Health	758,808	167,004 (22.1%)	591,764 (77.9%)	7,650	1,016 (13.3%)	6,634 (86.7%)
Home Economics	3,659,441	713,340 (19.5%)	2,946,101 (80.5%)	81,748	16,287 (20.0%)	65,461 (80.0%)
Office	3,312,475	806,107 (24.4%)	2,506,368 (75.6%)	30,870	4,089 (13.2%)	26,781 (86.8%)
Technical	527,681	434,680 (82.4%)	93,001 (17.6%)	605	536 (89.6%)	69 (11.4%)
Trade/Industrial	3,402,722	2,875,580 (84.6%)	527,142 (15.4%)	35,170	32,449 (92.3%)	2,721 (7.7%)

*Occupational Information Unit, Bureau of Vocational Education, Kentucky Department of Education.

The objectives of this research were to

1. assess the extent that sex bias exists in Kentucky Secondary vocational schools.

2. identify factors contributing to the enrollment and problems/barriers that nontraditional vocational students encountered upon enrollment in vocational programs.

3. determine the effects of socioeconomic status, attitudes toward education, and culture of the geographic area upon enrollment in nontraditional vocational programs.

4. provide basic recommendations for a model to use in vocational education to aid in eliminating sex stereotyping and sex bias.

5. compile a sex fair comprehensive bibliography of vocational education materials.

To meet the objectives of this study, information was obtained through an opinion survey and through interview guides with both traditional and nontraditional vocational students and their parents. Included in this study were 1,002 respondents--448 males and 534 females. The study was designed to give information regarding the following factors about vocational students:

Admission to vocational course

Treatment in vocational course

Encouragement/discouragement by significant others

Performance in vocational courses

Completion of vocational courses

Future barriers/benefits in careers

Working (learning) in a nontraditional environment

Knowledge of career opportunities

Beliefs about traditional sex roles

Legal nondiscriminatory practices

This study reflects the following feelings of traditional and nontraditional vocational students in Kentucky.

Nontraditional Students	Traditional Students
1. 86.7 percent stated that their vocational teacher expected males and females to learn the same skills.	1. 100 percent perceived that their vocational teacher expected males and females to learn the same skills.
2. 79.6 percent stated that their vocational teacher treated males and females in the same way in vocational classrooms.	2. 82.1 percent believed that their vocational teacher treated males and females the same way in vocational classrooms.
3. 94.5 percent stated that pictures of only one sex in their learning materials made no difference to them.	3. 96.4 percent revealed that pictures of only one sex in their learning materials did not make a difference to them.
4. 94.4 percent stated that they were as comfortable in this class as in their other classes.	4. 78.6 felt that both males and females were comfortable in their vocational classes.
5. Only 29.6 percent indicated they received encouragement from their counselor to enter their vocational class; 70.5 percent revealed they received no counselor encouragement.	5. 89.3 percent believed that their counselor would encourage both males and females to enter their particular vocational classes.
6. 83.3 percent stated that they worked as hard in this vocational class as they did in other classes.	6. 92.9 percent believed that their counselor would inform a male or female about the types of skills and learning activities that occur in a particular vocational class before they enroll.
7. 51.8 percent stated that they were adequately equipped with a skill for employment; 48.22 percent stated that they were not.	7. 89.3 percent believed that a male or female would have a skill adequate for getting a job when they completed their training.
8. 61.1 percent of the nontraditional students acknowledged that their teacher had made them aware of difficulties concerning getting a job.	8. 89.3 percent believed that a male or female leaving a vocational class would be aware of difficulties in getting a job in a particular field because of their sex.
9. 57.4 percent stated felt their school had worked hard to make their school/community aware of sex bias, while 42.5 percent stated their school had done nothing.	9. 57.1 percent stated that their school had made an effort to create awareness of sex bias; 46.9 percent indicated that their school had not made any effort.

Based on information from vocational principals, counselors, teachers, traditional students--and their parents, nontraditional students--and their parents, the following conclusions from the sex bias study in secondary vocational education are important to the analysis of the status of vocational education in the state of Kentucky.

1. All eight groups had an overall positive opinion that vocational teachers exhibited sex fair behavior and sex fair treatment of nontraditional vocational students.

2. Vocational principals, counselors and teachers had a positive belief that counselors exhibited sex fair behavior and sex fair treatment of nontraditional students.

3. Traditional students and their parents and nontraditional students and their parents were uncertain about counselor's behavior and treatment of nontraditional vocational students.

4. Only principals and counselors had a positive opinion that principals exhibited sex fair behavior and sex fair treatment of nontraditional vocational students.

5. Vocational teachers, traditional students and their parents, and nontraditional students and their parents were undecided concerning the overall sex fair behavior of principals.

6. All groups believed that the family and friends treated vocational students enrolled in a nontraditional program in a sex fair way.

7. Principals, counselors, and vocational teachers agreed that vocational teachers were attempting to eliminate sex bias.

8. Traditional students and their parents were undecided about whether teachers were attempting to eliminate sex bias.

9. Principals, counselors, and vocational teachers agreed that vocational students believed their school should support the elimination of sex bias.

10. Traditional students and their parents and nontraditional students and their parents were undecided about whether teachers were attempting to eliminate sex bias in career counseling.

11. Principals, counselors, and vocational teachers agreed that counselors have tried to eliminate sex bias in career counseling--traditional and nontraditional students and their parents were undecided about whether the counselor had tried to eliminate sex bias in career counseling.

12. Principals agreed that principals have interpreted the need to eliminate sex bias to the community--vocational teachers, counselors, both student groups,

and both parent groups were undecided about whether the principals had interpreted the need to eliminate sex bias to the community.

13. Both student groups and their parents believed that schools were moderately contributing to the enrollment of nontraditional students.

14. Both student groups and their parents had a moderately high attitude toward vocational education.

15. The three major barriers to nontraditional enrollment were:

    a. Teachers, nontraditional students and traditional students believed comparisons were being made by vocational teachers between performance skills of male and female students.

    b. Nontraditional and traditional students believed nontraditional vocational enrollees were uncomfortable in class.

    c. Parents of traditional students felt some vocational courses were more appropriate for one sex than the other sex.

16. Seven major problem areas were identified as reasons for low enrollments of nontraditional students in vocational courses.

    a. Teachers did not adequately explain possible problems/barriers to students seeking nontraditional jobs.

    b. Teachers did not encourage all students to notify them if a nontraditional student received unfair treatment.

    c. Counselors did not emphasize higher salaries and job benefits to be obtained in jobs that have been traditionally for men only.

    d. Counselors have not counseled with parents of nontraditional students.

    e. Principals did discriminate in the use of equipment and restroom facilities for either sex.

    f. Principals have not conducted sex bias awareness training for school personnel.

    g. Families of nontraditional students did not demonstrate interest and support for the vocational school by personal contacts with the school.

17. A large majority of nontraditional student interviewees felt that counselors provided no encouragement toward their enrollment in nontraditional vocational classes.

18. Traditional/nontraditional student interviewees felt that the following persons were the most important or influential upon their choice of vocational course: (a) the student--himself/herself, (b) their mother, (c) a vocational teacher, and (d) their father.

19. The majority of nontraditional students who were interviewed acknowledged that their teacher made them aware of difficulties concerning getting a job.

As this study indicates, there is still considerable work to be done in providing sex fair secondary vocational education in the state of Kentucky. Community and parent awareness and support needs to be developed; and considerable work needs to be done with all vocational students concerning their legal rights, career opportunities and work being done by the school to eliminate sex bias. Inservice training for counselors and teachers also needs to be provided concerning career opportunities for nontraditional students and the legislative importance of encouraging the enrollment of nontraditional vocational students.

Implications

The status of vocational education is greatly affected by the social changes in the society, by labor supply needs, by current legislation, by enrollment statistics, and by school policies and procedures.

Social changes in society have important implications for career planning in vocational education. Young men and women in educational programs today must be aware of current trends. Young women will probably work for pay outside the home for many years--married or not; they may have to totally support themselves and/or their family; and, they are more likely than men to earn low wages if they do not carefully analyze and prepare for an occupation. Young men will probably find that their spouse may have to or want to work for pay outside the home; they will more than likely have to assume all or share household responsibilities; and they will probably be able to take more career risks and/or to enter nontraditional career roles as stereotypes change.

Future workers can assume nearly any work role if they have the training, ability and experience for the opportunity. Traditional ideals about work, leadership, and social roles are no longer realistic and are changing. Today's

students have a right to receive fair consideration and treatment in educational programs and in employment environments.

These social changes also mean that vocational educators have to work for sex equity in their recruitment and in their teaching and also offer information and assistance to all vocational students. They have to be able to move from general to specific--from a knowledge of the fact that sex equity is needed to concrete changes in behavior that will promote sex equity. Policies, curriculum guides, system-wide programs, teaching practices, etc., must reflect social changes.

Labor supply needs have to be met with qualified workers who include a certain number of nontraditional types of workers. With increasing efforts away from role stereotyping, both men and women should be able to enter career programs in any occupation for which they have the talent and interest.

Career counseling must make students aware of employment predictions so that students who are capable of entering nontraditional occupations can make their career choice based on all possible alternatives. For example, job opportunities for female bulldozer operators are very good.

Educational programs have to be offered to prepare vocational students for entry-level positions in various occupations. And, programs have to be in alignment with employment needs for the growing occupations.

Current legislation mandates that vocational education be provided on a sex fair, equal opportunity basis to all students. Adherence to such laws must be taken seriously if quality educational programs are to be provided for all students and if national/local funding is to continue. Administrative leadership, counseling, recruitment, and teaching practices must reflect legislative guidelines; and, theoretically, legislative guidelines are established for vocational institutions so that the appropriate number and mix

of future workers can be supplied.

As of 1979, vocational education programs in Kentucky have only scratched the surface in their goal to achieve sex fair educational opportunities and programs. Enrollment statistics and current research information from vocational principals, teachers, counselors, students and parents indicate that there is still a lot of work to be done in this area. It is evident that sex bias attitudes still exist in secondary high schools, area and state vocational/technical schools.

ROLE OF EDUCATIONAL ADMINISTRATOR

Vocational administrators, teachers, and counselors have read and heard a great deal about the need to make vocational education programs open to all students. But because sex stereotyping and the discrimination on the basis of sex have been so pervasive, such practices do not simply stop because of legislation or because of reams of information about the unlawful and unfair practices.

It is estimated that it takes approximately 15 to 25 years for major social changes to filter completely into an organization or business. And, this filtering of change occurs only through an organized program for change that is administered continuously. The administration of such a program is a primary responsibility of educational administrators. It is the administrators who set and oversee policies and practices within the school system; therefore, they must take the initiative and serve as change agents.

Change Agent Responsibilities

It is true that attitudes, philosophies, systems, and procedures can change just through an evolutionary type process--a slow, unplanned process which shifts and becomes modified as time passes. If there is plenty of time and no urgent need to make a change in attitudes, philosophies, systems and procedures, then an unplanned system of change is acceptable. However, when there is a need--legally, economically, humanistically--it is necessary to plan and guide the change process. This planning and guidance is the role of a change agent--the administrator.

Sex fair education is mandated by law, necessary to meet labor market needs, and essential for equal opportunity for all American people. Because this concept is affected by the attitude and philosophic base of people, and because the unplanned approach to change has not made it possible for this

concept to materialize, it is necessary for a change agent to assume responsibility for achieving the desired change.

To serve as an effective change agent, a person must be able to help other people clearly recognize the problem from a factual, positive perception. So, a change agent must be able to guide the diagnosis of a situation, to set goals to solve problems, to identify necessary resources, and to coordinate the problem solving process.

The overall objective is sex fair vocational recruitment, education, and placement. Since sexism is an emotional issue for most people, it is important to present facts and work toward solutions in a positive communication mode. The intent is not to put people on the defensive but to get them to work together to change certain aspects of the vocational program. And, the change agent must demonstrate an attitude of positive support toward this goal and treat it as a goal which must be reached no matter what individuals subjectively feel about the goal.

To be successful, the change agent must keep in mind the natural tendency of people to resist change. Strategies can be planned to turn objections and resistance into a supportive force. Resistance varies directly with the amount of conflict and anxiety that people feel. So, the change agent can greatly affect the amount of resistance by the attitude that he or she takes. If the change agent encourages trust, shows concern, and allows people to openly discuss points, then resistance can be diminished.

Problem Identification

Mandated by law and required by policies of the state department of education, vocational education in the 1980s will be provided on a sex fair basis. School administrators, teaching and support personnel, students and parents, advisory committees, and community groups do not have a choice to

make regarding this situation; they are required to achieve this goal. Their commitment to and effort in achieving this goal will vary according to their perception of the need for the achievement of this goal.

For a state to achieve sex fair vocational education, every school system and every school in the state has to identify its strengths and weaknesses in sex fair vocational recruitment, education and counseling. And, the best method for this identification is by means of a thorough, objective diagnosis of the aspects of the vocational program.

There are several methods which can be used to analyze aspects of the vocational program. A comprehensive survey instrument could be completed by a committee consisting of a teacher/counselor/administrator. Small committees could be formed in each of the major aspects of the program--administrative, teaching, and counseling; they could then prepare a detailed report concerning sex fair policies/procedures/techniques in their respective areas. Or, one or two people could complete the analysis by means of interviewing key personnel in the program areas.

Whatever method is chosen, it is important that everyone be informed about what is happening. It should be explained that the diagnostic process is necessary in order to help the school determine its strengths and weaknesses in providing sex fair vocational education--a goal which is mandated nationally and locally. The diagnosis is not to put anyone on the defensive but is to serve as a basis for decision making in structuring a truly sex fair vocational education program. With accurate facts and figures in hand, problems can be properly defined and appropriate solutions can be analyzed, chosen and implemented.

Information concerning diagnostic analysis or surveys should be shared with personnel in both a written and oral communication mode. In both for-

mats, the statements should be positive in reflecting the attitude of the administration toward the school's commitment to the goals and effort in achieving it. The information need not be lengthy but should be sufficient to let people know what is going on and why it is taking place.

An example of a comprehensive school survey of a vocational program is shown in the third unit of this monograph. Whatever the format for the analysis of the vocational program--survey form, committee analysis, or interview, the results should be analyzed by representatives from all facets of the vocational program--administrators, teaching/support personnel, students/parents, advisory/community groups. The analysis should include identification of the strengths/weaknesses of the program's sex fair recruitment, education, and counseling; suggestions for capitalizing on the program's strengths; and suggestions for eliminating or minimizing program weaknesses.

This thorough analysis of the existing situation provides the base for justifying a planned program of change to achieve sex fair vocational education. It provides a picture of what is--not what everyone thinks the situation is. It provides a basis for comparison to goals and guidelines at the state and national levels.

Planned Program

A planned program for change will usually center around these eight steps:

Step 1. Create awareness of existing situation

Step 2. Establish objectives

Step 3. Plan activities

Step 4. Assign responsibilities

Step 5. Establish time lines

Step 6. Evaluate progress

Step 7. Choose any necessary alternatives

Step 8. Strengthen effective techniques

To effectively administer a planned program for change, it is helpful to complete an outline of the change plan. One such outline format is included in the techniques section of this monograph. Effective planning for and coordination of a change program is a very complex process and requires definite built-in follow-up and feedback techniques. It is, however, easily managed once plans are finalized in a written format and realistically scheduled in the school's calendar.

From an administrative standpoint, a steering committee or a task force can provide valuable assistance in planning and implementing the program for change. Such a group or committee should be small and representative of the people who will be involved in the process of achieving the overall goal. If a committee was used in the diagnosis of the school's present situation regarding sex fair vocational education, members from that committee may or may not be recruited for the program change task force or committee. In fact, members from the diagnostic committee might be used as resources for recommendation for task force/committee members to lead/coordinate the planned program for change.

Step 1: Create awareness of existing situation. All groups involved in and affected by the vocational education program should receive a written and a verbal identification/explanation of the laws which have mandated the achievement of sex fair vocational education. Such information should be structured in a reading style and at a reading level that will be appropriate for particular readers--students, parents, educators, community leaders, employers. Information about the laws and requests for appropriate interpretative information for particular groups could be requested from the Sex Equity Coordinator in the State Department of Education. Other sources are listed at the end of this monograph.

Information accumulated, organized, and interpreted from the survey of the school's present sex fair vocational educational policies/procedures/techniques should be shared with the people who will be working to accomplish the goal of sex fair vocational education. Facts and figures about what is now can be compared with what should be in terms of the overall goal.

Ideas for strategies to create awareness of the problems are listed in the strategies section of this monograph. As these various strategies are used, it is important to keep in mind that all of these people will not share, or even understand, the overall goal. They are individuals first and professionals second. And, also, there is that natural tendency of people to resist change. Awareness strategies have to be planned to minimize objections and resistance and to maximize the building of a supportive force.

Awareness strategies attempt to present information before activities are pushed. Each strategy should stress "opportunity to achieve a goal." Above all, each strategy should be designed to avoid putting people on the defensive because facets of the vocational educational program are not sex fair.

Everyone has heard a great deal about equal opportunities for women, minorities, and nontraditional students and nontraditional workers. And, many people honestly believe that they do not discriminate on the basis of sex and that they have no sex bias. In so much as is possible, people must understand and recognize their own beliefs and attitudes/actions as they assist in the accomplishment of the overall goal--sex fair vocational education. In-service workshops, seminars, circulated printed information about sex fair practices are just a few techniques which may help people recognize and overcome sex bias. However, change agents readily recognize the fact that it is not easy--and sometimes not possible--to change attitudes; it is easier to change behavior. If people cannot overcome sex bias, they can still make a contribution to

the accomplishment of the goal by avoiding sex discrimination practices and procedures in working with vocational students. And, that is a key idea which must be developed in the awareness strategies.

Step 2: Establish objectives. To achieve the overall goal of sex fair vocational education, the goal must be structured in a series of objectives which achieved will insure attainment of the overall goal. Such objectives have to be set up to proceed from what is to what ought to be in a step by step process--from simple to complex, from what can be done now and what should be done later, from must be done now and what can wait. In other words, the overall goal is broken into a series of steps which are prioritized according to money, time, materials and personnel resources.

Step 3: Plan activities. Once the individual objectives are defined and written in the planned program, activities can be outlined and sequenced to achieve the desired outcome. Ideas for activities should be accumulated from as many sources as possible--state department, research studies/reports concerning sex fair vocational education programs, educators, student groups, advisory committees, etc.

Steps 4 and 5: Assign responsibilities and establish time lines. Every activity for each objective should be the responsibility of a particular person or persons. And, as many people as possible should be used in the effort to achieve the overall goal. Involvement in the effort increases one's commitment to the achievement of the goal and helps to minimize the time and effort drain on a few people. When people are given responsibility for an activity, a time line should be assigned to the accomplishment of the activity. The time allocation serves as a motivational tool in doing the activity and also identifies up front the time ballpark within which an individual has to play. The definition of the responsibility and the time line should be spelled out in writing.

Steps 6 and 7: Evaluate progress and choose any necessary alternatives. Built into the planned program for change are periodic evaluations. These evaluations require scheduled progress reports in order to assess the quality and quantity of what is being done. With feedback information in hand, the task force/committee/administrator can determine what needs to be done at this point in order to make sure the individual objectives are accomplished. It also provides information which can be used to change facets of the plan should such action be necessary.

Evaluating progress provides incentive to stay on top of the project and it also stresses the commitment of the administration to the achievement of the overall goal. The program evaluations should be in both written and oral formats. The written progress reports should be completed by all parties who have responsibilities in the project. Oral progress reports can be made by the task force leader/administrator at meetings or can be made by various committee chairpersons or program department chairpersons.

Step 8: Strengthen effective techniques. As desirable outcomes are achieved, it is important for the administrator/change agent to provide leadership in strengthening effective techniques. If changes in behavior are to stick, they must be constantly checked and reinforced until they become dependable constants. A few suggested ideas for strategies which can be used to strengthen effective techniques are listed in the strategies section of this monograph.

ADMINISTRATIVE STRATEGIES FOR SEX FAIR VOCATIONAL EDUCATION

The role of the educational administrator (manager) is to move the organization toward the accomplishment of major goals. This is a particularly challenging task in light of the many pressures exerted by a wide variety of interest groups, the stress of limited financial and personnel resources, the great volume of complex legal mandates, and the polarization among educators and concerned citizens concerning educational priorities. In spite of these pressures and stresses, those people in educational management can address key issues and can effectively lead an organization to the implementation of mandated policies.

In the following pages of this section, specific strategies and action steps are suggested to help administrators in their efforts to promote sex equity in their vocational programs. The suggestions, strategies and actions are presented in a listing format in order to save reading time and in order to make it easier to use the content as a reference tool in work with other educational personnel. Specifically, this section presents the following:

1. Administrative Planning Guide
2. Suggested Survey Form
3. Policy Statement Strategy
4. Awareness Strategies
5. Reinforcement Strategies

ADMINISTRATIVE PLANNING GUIDE

Objective: Sex Fair Vocational Education--Recruitment, Instruction, Placement.

A. Organization

1. Approval/support for establishing objectives and for creating support for major goal.

Name & Position	Type of Support	How to Contact	Target Date	Date Done
State Department:				
Central Office:				
School:				
Community:				

2. School survey for foundation information.

Name	Responsibility	Target Date	Date Done
Coordinator:			
Committee Members:			

3. Target goals and groups for achieving overall goal.

Target Goals	Target Groups	How to Reach	Target Date	Date Done

4. Resources needed for project.

a. Resource People

Materials	Use	Who will Obtain	Target Date	Date Done

b. Resource Materials

Materials	Use	Who will Obtain	Target Date	Date Done

c. Financial Resources

Funding Source	Amount	Who Prepares Budget	Target Date	Date Done

5. Committee for leadership toward goals.

Name	Responsibilities	Target Dates	Date Done
Coordinator Committee Members:			

b. Action Plan

1. Objective 1: _____

Activity	Who	Target Date	Cost	Product	Date Done

2. Objective 2: _____

Activity	Who	Target Date	Cost	Product	Date Done

3. Objective 3: _____

Activity	who	Target Date	Cost	Product	Date Done

c. Evaluation

Product or Activity	Who will Evaluate	How	Target Date	Date Done
1. 2. 3.				

SCHOOL SURVEY

CONCERNING

SEX FAIR VOCATIONAL EDUCATION

Coordinator _____ Date _____

School _____

	No. of Males	No. of Females
1. School Work Force		
a. Principal	_____	_____
b. Assistant Principal	_____	_____
c. Counselors	_____	_____
d. Teachers	_____	_____
e. Clerical	_____	_____
f. Librarians	_____	_____
g. Maintenance	_____	_____
2. Faculty Representation		
a. Agriculture	_____	_____
b. Distribution	_____	_____
c. Health	_____	_____
d. Consumer & Homemaking	_____	_____
e. Occupational Preparation/Home Economics	_____	_____
f. Office and Business Education	_____	_____
g. Technical	_____	_____
h. Trades and Industry	_____	_____
i. Special Programs _____	_____	_____

	No. of Males	No. of Females
3. Course Enrollments		
a. Agriculture	_____	_____
b. Distribution	_____	_____
c. Health	_____	_____
d. Consumer & Homemaking	_____	_____
e. Occupational Preparation/Home Economics	_____	_____
f. Office	_____	_____
g. Technical	_____	_____
h. Trades and Industry	_____	_____
i. Special Programs _____	_____	_____
4. Graduation Information		
a. Number of Program Graduates (Last Academic Year)		
Agriculture	_____	_____
Distribution	_____	_____
Health	_____	_____
Consumer & Homemaking	_____	_____
Occupational Preparation/Home Economics	_____	_____
Office	_____	_____
Technical	_____	_____
Trades and Industry	_____	_____
Special Programs _____	_____	_____
b. Number of students placed in nontraditional jobs--girls in mechanics or men as secretaries, for example.	_____	_____
	Yes	No
5. Facilities		
a. Restroom facilities for male and/or female students and/or faculty		

	Yes	No
Agriculture	_____	_____
Distribution	_____	_____
Health	_____	_____
Consumer & Homemaking	_____	_____
Occupational Preparation/Home Economics	_____	_____
Office	_____	_____
Technical	_____	_____
Trades and Industry	_____	_____
Special Programs_____	_____	_____

b. Design of physical facilities represent people--not either male or female dominance

Agriculture	_____	_____
Distribution	_____	_____
Health	_____	_____
Consumer & Homemaking	_____	_____
Occupational Preparation/Home Economics	_____	_____
Office	_____	_____
Technical	_____	_____
Trades and Industry	_____	_____
Special Programs_____	_____	_____

c. Are adequate facilities, maintenance and equipment provided so that both sexes have an equal opportunity to participate?

Agriculture	_____	_____
Distribution	_____	_____
Health	_____	_____
Consumer & Homemaking	_____	_____
Occupational Preparation/Home Economics	_____	_____

	Yes	No
Office	_____	_____
Technical	_____	_____
Trades and Industry	_____	_____
Special Programs _____	_____	_____

6. Occupational Awareness

a. Posters, bulletin boards, brochures are sex fair in language content and in male/female representation in pictures.

Agriculture	_____	_____
Distribution	_____	_____
Health	_____	_____
Consumer & Homemaking	_____	_____
Occupational Preparation/Home Economics	_____	_____
Office	_____	_____
Technical	_____	_____
Trades and Industry	_____	_____
Special Programs _____	_____	_____

b. All occupational brochures are distributed to ALL students. _____ _____

c. School newspaper includes articles on nontraditional students and on nontraditional workers. _____ _____

d. Nontraditional role models are used as resource people in the instructional setting.

Agriculture	_____	_____
Distribution	_____	_____
Health	_____	_____
Consumer & Homemaking	_____	_____
Occupational Preparation/Home Economics	_____	_____
Office	_____	_____
Technical	_____	_____

	Yes	No
Trades and Industry	_____	_____
Special Programs _____	_____	_____

e. Nontraditional role models serve on advisory committees.

(List Advisory Committees Below and Evaluate)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

f. Introductory elective vocational courses are offered for pre-vocational high school students to provide them with career options.

(List Courses Below)

_____

_____

_____

_____

_____

g. Vocational program handbooks give potential salaries and job opportunities.

Agriculture	_____	_____
Distribution	_____	_____
Health	_____	_____
Consumer & Homemaking	_____	_____
Occupational Preparation/Home Economics	_____	_____
Office	_____	_____
Technical	_____	_____

	Yes	No
Trades and Industry	_____	_____
Special Programs _____	_____	_____

h. Flexible exploration programs which treat a cluster of related occupations are offered to attract non-traditional students and to make them aware of opportunities.

(List such programs)

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

i. Career fairs are held with nontraditional and traditional role models. _____ _____

j. Job site visitation programs have expanded involvement of women.

Agriculture	_____	_____
Technical	_____	_____
Trades and Industry	_____	_____
Special Programs _____	_____	_____

k. Job site visitation programs have expanded involvement of men.

Consumer & Homemaking	_____	_____
Office--clerical and secretarial	_____	_____
Occupational Preparation/Home Economics	_____	_____
Special Programs _____	_____	_____

l. Library materials concerning sex equity in the labor market and sex fair vocational education are displayed and available to all students. _____ _____

7. Counseling

a. Sex fair vocational handbooks are provided for students--content and pictures.

(List handbooks and evaluate each)

	Yes	No
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

b. Information programs are provided at junior high level to encourage student awareness of nontraditional opportunities for women.

Agriculture	_____	_____
Technical	_____	_____
Trades and Industry	_____	_____
Special Programs _____	_____	_____

c. Information programs are provided at junior high level to encourage student awareness of nontraditional opportunities for men.

Consumer & Homemaking	_____	_____
Office--clerical and secretarial	_____	_____
Occupational Preparation/Home Economics	_____	_____
Special Programs _____	_____	_____

d. Visits to vocational class facilities are provided at junior high level to all students.

Agriculture	_____	_____
Distribution	_____	_____
Consumer & Homemaking	_____	_____
Health	_____	_____
Occupational Preparation/Home Economics	_____	_____
Office	_____	_____
Technical	_____	_____
Trades and Industry	_____	_____
Special Programs _____	_____	_____

	Yes	No
e. Student organizations have been advised concerning nontraditional opportunities and problems.		
(List organization and evaluate)		
Future Farmers of America	_____	_____
Future Homemakers of America	_____	_____
Future Business Leaders of America	_____	_____
Home Economics Related Occupations	_____	_____
Vocational Industrial Clubs of America	_____	_____
Distributive Education Clubs of America	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
f. All vocational tests--aptitude, admission, placement, etc.--are sex fair.		
(List frequently given tests and evaluate content)		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
g. Counseling support programs are provided for non-traditional students.		
Agriculture	_____	_____
Distribution	_____	_____
Health	_____	_____
Consumer & Homemaking	_____	_____
Occupational Preparation/Home Economics	_____	_____
Office	_____	_____
Technical	_____	_____

	Yes	No
Trades and Industry	_____	_____
Special Programs _____	_____	_____
h. School assemblies have addressed the topics of sex fair vocational education and sex equity legislation.	_____	_____
i. A Title IX Grievance Procedure has been given to all students.	_____	_____
j. Surveys have been conducted concerning attitudes towards males and females in nontraditional career programs.	_____	_____
k. Materials are received from groups developing nonsexist and nonracist work awareness and testing materials.	_____	_____
8. Curriculum and Instruction		
a. Are <u>All</u> curriculum guides sex fair?	_____	_____
Exceptions: _____		
_____		
_____		
b. Are <u>All</u> course descriptions sex fair?	_____	_____
Exceptions: _____		
_____		
_____		
_____		
c. Written evaluation sheets have been used to review sex fairness of content and illustrations in all resource materials.		
Agriculture	_____	_____
Distribution	_____	_____
Health	_____	_____
Consumer & Homemaking	_____	_____
Occupational Preparation/Home Economics	_____	_____
Office	_____	_____

	Yes	No
Technical	____	____
Trades and Industry	____	____
Special Programs _____	____	____

d. Each vocational area has written guidelines for sex fair instructional techniques.

Agriculture	____	____
Distribution	____	____
Health	____	____
Consumer & Homemaking	____	____
Occupational Preparation/Home Economics	____	____
Office	____	____
Technical	____	____
Industrial Arts	____	____
Trades and Industry	____	____
Special Programs _____	____	____

7. Inservice training has been provided to the following groups:

Groups	Sex Bias		Sex Role Stereotyping		Sex Equity Laws	
	Yes	No	Yes	No	Yes	No
Vocational education teachers	___	___	___	___	___	___
Counselors (all)	___	___	___	___	___	___
Counselors (High School)	___	___	___	___	___	___
Vo-ed Staff	___	___	___	___	___	___
Administration	___	___	___	___	___	___
Advisory Committees	___	___	___	___	___	___
Program Committees	___	___	___	___	___	___
Community	___	___	___	___	___	___
Others _____	___	___	___	___	___	___
_____	___	___	___	___	___	___

	Yes	No
b. There is an appointed committee for leadership to foster and support sex equity efforts.	_____	_____
c. Teachers and counselors have written guidelines concerning sex fair educational materials.	_____	_____
d. Up-to-date affirmative action information is regularly distributed to teachers.	_____	_____
e. A policy directive has been issued on the implications of the Educational Amendments Act and the need to overcome bias and stereotyping.	_____	_____
f. Are basic readings on sex role stereotyping available to staff--magazine articles, government publications, etc.?	_____	_____

	Male	Female
8. Advisory Support		
a. Advisory Committee Members	_____	_____
Agriculture	_____	_____
Consumer & Homemaking	_____	_____
Distribution	_____	_____
Health	_____	_____
Occupational Preparation/Home Economics	_____	_____
Office and Business Education	_____	_____
Technical	_____	_____
Trades and Industry	_____	_____
Special Programs _____	_____	_____

	Yes	No
b. Advisory committee members have been given verbal and written information about sex fair vocational education and goals.		
(List Advisory Committee and evaluate)		
_____	_____	_____
_____	_____	_____

	Yes	No
_____		
_____		

c. Nontraditional workers are brought into classes to work directly with students.

	Yes	No
Agriculture	_____	_____
Consumer & Homemaking	_____	_____
Distribution	_____	_____
Health	_____	_____
Occupational Preparation/Home Economics	_____	_____
Office	_____	_____
Technical	_____	_____
Trades and Industry	_____	_____
Special Programs _____	_____	_____

d. Counselors assist parents and teachers in guidance for nontraditional students. _____ _____

e. Outside resources--trade unions, women's groups, former students, parents and employers--provide traditional and nontraditional occupational information.

	Unions		Prof. Groups		Former Students		Parents		Employer	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Agriculture										
Consumer & Homemaking										
Distribution										
Health										
Occupational Preparation/Home Economics										
Office										
Technical										
Trades and Industry										
Special Programs										

	Yes	No
9. Community Involvement		
a. PTA groups have orientation to sex fair vocational educational goals.	_____	_____
b. Career orientation sessions for parents focus on equal access to careers.	_____	_____
c. There is a Speaker's Bureau which provides speakers for student, parent, educational personnel, and community groups concerning laws and goals for sex fair vocational education.	_____	_____

POLICY STATEMENT STRATEGY

A policy statement developed and issued by the school concerning sex fair occupational education helps educational personnel, students, and community realize the school's commitment to sex fair vocational education. The statement, drafted and approved by the educators in the school and by the governing board of education, might resemble the following format:

POLICY STATEMENT (NAME OF YOUR SCHOOL)

Subject: Elimination of Sex Bias and Sex-Role Stereotyping in Vocational Education

For the purpose of administering Title IX and Title II of Public Law 94 485, it is the policy of this educational institution to require affirmative action to eliminate sex bias, sex role stereotyping, and sex discrimination in all programs, projects, activities, and services in vocational education.

Policies assuring sex fair vocational education programs offered by (Name of School) are as follows:

1. All occupational education programs, services and activities will be examined to ensure that no discrimination exists against students or faculty on the basis of sex.

2. All occupational education programs, services, and activities will be evaluated to be sure that they are free of sex bias and stereotyping.

3. Every program will inform the community about criteria for admission and activities available for all students.

4. Vocational guidance and counseling programs will promote sex fair vocational education.

5. Priority will be given to recruitment of nontraditional occupational education teachers.

6. Inservice training will prepare and retrain occupational teachers in the awareness and teaching methods that will eliminate sex bias and sex stereotyping.

7. The administration of this institution will recruit and promote nontraditional educators in administrative and support positions.

AWARENESS STRATEGIES

Strategy	Groups						
	Board	Faculty	Students	Advisory Committee	Employers	Parents	Civic Groups
1. Prepare fact sheets about sex equity in the labor market--hiring, advancement, salaries. Could be prepared by coordinators of each occupational program.	X	X	X	X	X	X	X
2. Use nontraditional occupational speakers in school assembly programs.		X	X				
3. Circulate copies of articles, information updates on laws, etc.	X	X	X	X			
4. Request that library set up a sex equity resource center concerning mandates, employment needs, recruiting strategies, teaching techniques, and placement strategies.	X	X	X	X	X	X	X
5. Promote legislative workshops. Sex equity coordinator on state and local levels can assist in design and implementation, as well as key personnel from local special interests groups--NOW, YMCA, etc.	X	X		X	X	X	
6. Establish a network of various community groups to provide information.		X		X	X		X
7. Establish and publicize grievance process.	X	X	X			X	
8. Establish a sex equity advisory group.	X	X	X		X	X	X
9. Publicize administrative plan for achieving sex fair vocational education.	X	X	X	X	X	X	X
10. Use short presentations in faculty meetings and inservice conferences to discuss impact of sex bias, questions and answers regarding sex fair occupational training.	X	X		X	X		

AWARENESS STRATEGIES

Strategy	Groups						
	Board	Faculty	Students	Advisory Committee	Employers	Parents	Civic Groups
11. Prepare information packages. Include origins/symptoms of sex bias, unconscious nature of biased behavior, statistics on women workers, salary information for typically male and typically female jobs, advantages of providing sex fair occupational programs.	X	X	X	X	X	X	X
12. Use self-awareness or self-assessment sheets to help people realize their own biases and stereotypes. Many such instruments are available from various resources--see bibliographic sections.	X	X	X	X			
13. Publicize concerns and efforts to employ nontraditional occupational teachers, administrators, and support personnel.	X	X	X	X	X	X	X
14. Identify major areas of concern regarding sex equity in your school. (Conduct a formal evaluation and prepare a report of findings.)	X	X	X	X	X	X	X
15. Present a formal sex fair vocational education plan to the board and to the faculty.	X	X	X	X			

Reinforcement Strategies

1. Designate in writing and in verbal formats sex fair vocational education as a major priority.

2. Demonstrate commitment with sex fair policies, directives, etc.

3. Recruit and/or retrain nontraditional administrators, teachers, and support personnel.

4. Require and provide release time for inservice training.

5. Require (and monitor on an established basis) sex fair teaching, counseling, etc.

6. Develop a plan to monitor and evaluate all vocational programs to determine progress toward sex fair vocational goal.

7. Demonstrate positive attitude toward sex fair vocational goal.

8. Ensure that funds are allocated for programs, activities, services, facilities, equipment for accomplishment of sex equity goals.

9. Structure and publicize a formal plan with each occupational chairperson concerning sex equity in his/her area--needs assessment, objectives, activities, feedback, and evaluation.

10. Establish an advisory committee--board representative, community member, staff, student--to provide recommendation and support for the program.

11. Provide public recognition for plans and progress made by individuals--radio spots, newspaper articles, educational TV, professional publications, state department newsletters, etc.

12. Structure a speaker's bureau. Use role models, state department personnel, informed educators, qualified advisory committee members, etc.

13. Establish and maintain a self-evaluation action group.

14. Provide opportunities for people to share information--resource sharing forums, team building workshops, newsletters, specialized mailing lists, idea notebooks, etc.

15. Appoint representative number of nontraditional participants on policy-making committees, advisory committees, etc.

16. Establish approval channels to be sure that all materials concerning vocational education--courses, programs, admissions--are sex fair in content and illustrations.

SUMMARIES OF LEGISLATION

To provide quality vocational education, all educators have to be familiar with employment legislation--to monitor the implementation of laws prohibiting sex discrimination in hiring, firing, and promotion procedures in their schools and in the overall job market where their students are hired. They must also be concerned with the ways in which equal opportunity legislation affects vocational education students--to provide sex fair vocational recruitment, training, and placement.

The following discussion presents brief summaries of legislation concerning sex fair employment and sex fair vocational education. As you read the material, please notice that the laws really apply to all people, both men and women of various ethnic, racial and religious backgrounds--not just women.

Equal Pay Act of 1963. This act, the first piece of federal legislation forbidding sex discrimination in employment, is an extension of the Fair Labor Standards Act. It was designed to prevent discrimination because of sex in the payment of wages. Until 1972, most persons in education were exempt as were executives, administrators, and professional employees and outside sales personnel. The act essentially provides for equal pay for equal work; however, the definition of equal work is left with the courts. This act and the following four legislative discussions are summarized in Table VII.

Title VII of the Civil Rights Act of 1964. This act makes it illegal for private employers, labor unions, employment agencies, state and local governments and employees of educational institutions to discriminate on the basis of race, color, religion, sex or national origin. It is unlawful to discriminate in:

- recruitment, hiring, firing, layoff, recall
- wages, conditions or privileges of employment
- classification, assignment or promotion
- use of facilities
- apprenticeship training or retraining
- sick leave time and pay
- overtime work and pay
- insurance coverage
- retirement privileges
- printing, publishing, or circulating advertisement relating to employment
- promotion opportunities
- application or referral procedures

TABLE VII

LEGISLATION FOR SEX EQUITY

	Equal Pay Act of 1963 as amended by the Education Amendments of 1972	Civil Rights Act of 1964 Title VII, as amended by the Equal Opportunity Act of 1972	Executive Order 11246 as amended by Executive Order 11375 (1967) and Revised Order No. 4 (1971)	Education Amendments of 1972, Title IX	Public Health Service Act, Title VII and Title VIII (1971)
WHAT IS PROHIBITED?	Discrimination in salaries on basis of sex	Discrimination in employment (including hiring or firing, wages, seniority rights, classifying, assigning or promoting employees, training or retraining, job advertising, insurance coverage and benefits, and labor union membership) on basis of race, color, religion, national origin, or sex	Discrimination in any aspect of employment (see Civil Rights Act) on basis of race, color, religion, national origin, or sex	Discrimination in employment, admissions and treatment in all educational institutions receiving federal funds, grants, loans, or contracts, on basis of sex	Discrimination in admissions and employment practices at educational institutions receiving grants, loan guarantees, interest subsidies or contracts available under Titles VII and VIII of the Public Health Service Act
WHO IS PROTECTED?	All employees of educational institutions, public and private organizations, and most businesses	All employees of establishments of 15 or more persons (including labor unions, state and local governments, and educational institutions)	All employees of federal contractors and subcontractors, and federally assisted construction projects which have federal contracts over $10,000. Contractors with over $50,000 in federal contracts must file affirmative action programs	All employees and students	All students and most employees
WHO IS EXEMPTED FROM COVERAGE?	Certain public employees and employers in small retail and service establishments	Some religious institutions may apply religious restrictions only	None	Certain religious institutions and and military schools	None
WHO ENFORCES PROVISION?	Wage and Hour Division of Employment Standards Administration of Department of Labor	Equal Employment Opportunity Commission (EEOC)	Office of Federal Contract Compliance (OFCC). OFCC designates the Department of Health, Education, and Welfare as compliance agency for all contracts to educational institutions	Office for Civil Rights of Department of Health, Education, and Welfare	Office for Civil Rights of Department of Health, Education, and Welfare
HOW IS A COMPLAINT MADE?	By letter, telephone, or in person at nearest Wage and Hour Division Office	By sworn complaint on EEOC form	By letter to OFCC or Secretary of the Department of Health, Education, and Welfare	Not specified. A letter to the Secretary of the Department of Health, Education, and Welfare is acceptable	Not specified. A letter to the Secretary of the Department of Health, Education, and Welfare is acceptable

Executive Order 11246. This order prohibits employment discrimination based on sex, as well as on race, color, religion, or national origin, by federal contractors or subconstractors. The order covers employers with a federal contract of more than $10,000 and does not exempt specific kinds of employment or employees. Unlawful practices include discrimination in recruiting or recruitment advertising; hiring, upgrading, demotion or transfer; layoff or termination; rates of pay or other compensation; and selection for training, including apprenticeship. Regulations have been ordered which require hiring women in all construction craft jobs--3.1% of the work crews in each craft by 1979, 5% by 1980, and 6.9% by 1981. Companies and unions which run federally registered apprenticeship programs in these crafts have to enroll women at the rate equal to half their percentage of the general work force in any area--about 20% for most entering classes.

Revised Order No. 4. This order requires contractors with 50 or more employees and a contract of $50,000 or more to take affirmative action in the employment of minorities in job categories where they have been underutilized. The order requires similar goals and timetables for women as well as minorities. In brief, the order requires affirmative action programs to have the following: (1) A self-analysis of deficiencies in compliance, (2) corrective action to remedy deficiencies, (3) goals and timetables where numbers/percentages are relevant to correct situation, (4) development or reaffirmation of an equal opportunity policy, (5) dissemination of policy throughout community, (6) report system to measure program effectiveness, and (7) a procedure for getting support from local groups to improve employment opportunities for minorities and women.

Titles VII and VIII of the Public Health Services Act. These titles forbid schools and training programs in the health profession from discriminating against students on the basis of sex. The only schools and training programs affected

are those receiving financial assistance under the Public Health Services Act. Teachers and employers who work with students covered by this Act are also covered.

Title VII of the Civil Rights Act of 1964. As amended by the Equal Employment Opportunity Act of 1972, this title prohibits discrimination in the employment of personnel on the basis of race, color, religion, national origin, or sex. All institutions or agencies with 15 or more employees including State and local governments and labor organizations are covered under the Act. Title VII prohibits discriminatory practices in most terms and conditions of employment.

Equal Pay Act of 1963, Amended by the Education Amendments of 1972. This amendment prohibits sex discrimination in salaries and fringe benefits. It covers all employees of educational institutions--professional, executive, and administrative positions.

Title IX of the 1972 Education Admendments Act. Title IX prohibits sex discrimination in all federally assisted education programs. Specifically, discrimination is forbidden in employment practices and policies concerning access to employment, hiring and promotion, compensation, and job assignments. Title IX is enforced by the Wage and Hour Division of the Employment Standards Administration of the Department of Labor. Reviews can be conducted without prior complaint, and the complaint procedures are very informal. The Wage and Hour Division will investigate an establishment on the basis of a letter or even a telephone call, and it does not reveal the name of the complainant to the employer unless permission is given by the complainant.

Title IX also forbids discrimination on the basis of sex in virtually all areas of student life-- admissions, course offerings, activities, financial aid, health financial assistance, dress, conduct, marital and parental status, provision services, sports, testing, differential rules and regulations of school

facilities, counseling programs and techniques, etc. If a particular class or course of study has a substantially disproportionate number of individuals of one sex, the school must take action to assure that this disproportion is not the result of sex discrimination--by either administrators, teachers, or counselors. Nothing in this regulation requires or prohibits the use of particular textbooks or curricular materials.

Also under the provisions of Title IX, every state is required to develop policy statements for Title IX compliance, to designate a state coordinator of compliance efforts, to develop a grievance procedure for handling discrimination complaints--complaints by employees and by students, and to complete a full self-evaluation.

Women's Educational Equity Act of 1974. Designed as part of the Education Amendments of 1974, this Act was passed to provide educational equity for women in the United States. Under this Act, the Commissioner is authorized to give grants to or to enter into contracts with agencies/organizations/individuals for activities designed to carry out the purposes of the law at all levels of education--preschool, elementary/secondary, higher education, and adult education. Activities included are the development/evaluation/dissemination of curricular, textbooks, and other materials concerning educational equity; preservice and inservice training for personnel with special emphasis on programs to provide educational equity; research and development activities designed to advance educational equity; guidance and counseling designed to assure educational equity, etc.

Nothing in this law prohibits men from participating in any programs or activities. The Act establishes in the U. S. Office of Education an Advisory Council on Women's Educational Programs composed of 17 people appointed by the President--by and with the advice and consent of the Senate. The Act is

administered by the Women's Program Staff, Office of the Commissioner, U. S. Office of Education.

Title II, Education Amendments of 1976. This law extends and revises the Vocational Education Act of 1963, the Higher Education Act of 1965, Title IX of the Education Amendments Act of 1972, and certain other federal education programs. The amendments are far reaching; therefore, only selected provisions impacting on national, state and local programs to help diminish the sex bias specifically in vocational education programs are outlined on the next page. Notice these points:

1. At the national level, the Commissioner of Education was required to conduct an investigation of the extent to which sex discrimination and stereotyping exists in all vocational education programs assisted under the Vocational Education Act. The Commissioner of Education, along with the National Center for Educational Statistics, must develop a national vocational education data reporting system--including school enrollments by race and sex. The Commissioner is authorized to use five percent of funds available under the authorization for state grants for contracts for various types of research and development of model programs, including those aimed at overcoming problems of sex stereotyping and bias in curriculum, guidance/testing materials, staff and teachers attitudes/behavior. And, women who are knowledgeable about sex discrimination problems in job hunting and employment are required to be appointed to National Advisory Councils and State Advisory Councils on Vocational Education.

2. At the state level, five-year and annual plans regarding use of federal funds must detail state policies/procedures to assure equal access to programs by women and men. States must designate some full-time personnel to assist the state board or vocational education agency in eliminating sex bias in programs. A minimum of $50,000 is to be spent for this purpose. Funds granted under the

TABLE VIII

FUNCTIONS TO INCREASE SEX FAIRNESS IN VOCATIONAL EDUCATION

Education Amendments of 1976, Title II, October 12, 1976 Sec. 104 (State Administration)	Rules and Regulations October 3, 1977 *Federal Register*
"(b) (1) Any State desiring to participate in the programs authorized by this Act shall also assign such full-time personnel as may be necessary to assist the State Board in fullfilling the purposes of this Act by--	104.75 Functions of full-time personnel. Personnel designated under 104.72 shall work full-time to:
"(A) taking such action as may be necessary to create awareness of programs and activities in vocational education that are designed to reduce sex stereotyping in all vocational education programs;	(a) Take action necessary to create awareness of programs and activities in vocational education designed to reduce sex bias and sex stereotyping in all vocational education programs, including assisting the State Board in publicizing the public hearings on the State plan in accordance with 104.165 (a);
"(B) GATHERING, ANALYZING, AND DISSEMINATING DATA ON THE STATUS OF MEN AND WOMEN, STUDENTS AND EMPLOYEES IN THE VOCATIONAL EDUCATION PROGRAMS OF THAT STATE;	(b) GATHER, ANALYZE, AND DISSEMINATE DATA ON THE STATUS OF MEN AND WOMEN STUDENTS AND EMPLOYEES [Emphasis added] IN VOCATIONAL EDUCATION PROGRAMS OF THE STATE;
"(C) DEVELOPING AND SUPPORTING ACTIONS TO CORRECT ANY PROBLEMS BROUGHT TO THE ATTENTION OF SUCH PERSONNEL THROUGH ACTIVITIES CARRIED OUT UNDER CLAUSE (B) OF THIS SENTENCE;	(c) DEVELOP AND SUPPORT ACTIONS TO CORRECT PROBLEMS BROUGHT TO THE ATTENTION OF THIS PERSONNEL THROUGH ACTIVITIES CARRIED OUT UNDER PARAGRAPH (b) and 104.76, INCLUDING CREATING AWARENESS OF THE TITLE IX COMPLAINT PROCESS;
"(D) reviewing the distribution of grants by the State board to assure that the interests and needs of women are addressed in the projects assisted under this Act;	(d) Review the distribution of grants and contracts by the State board to assure that the interests and needs of women are addressed in all projects assisted under this Act;
"(E) reviewing all vocational education programs in the State for sex bias;	(e) Review all vocational education programs (including work-study programs, cooperative vocational education programs, apprenticeship programs, and the placement of students who have successfully completed vocational educational programs) in the State for sex bias;
"(F) MONITORING THE IMPLEMENTATION OF LAWS PROHIBITING SEX DISCRIMINATION IN ALL HIRING, FIRING, AND PROMOTION PROCEDURES WITHIN THE STATE RELATING TO VOCATIONAL EDUCATION;	(f) MONITOR THE IMPLEMENTATION OF LAWS PROHIBITING SEX DISCRIMINATION IN ALL HIRING, FIRING, AND PROMOTION PROCEDURES WITHIN THE STATE RELATING TO VOCATIONAL EDUCATION;
"(G) reviewing and submitting recommendations with respect to the overcoming of sex stereotyping and sex bias in vocational education programs for the annual program plan and report;	(g) Review and submit recommendations with respect to overcoming sex bias and sex stereotyping in vocational education programs for the five-year State plan and its annual program plan prior to their submission to the Commissioner for approval.
"(H) assisting local educational agencies and other interested parties in the State in improving vocational education opportunities for women; and	(h) Assist local educational agencies and other interested parties in the State in improving vocational education opportunities for women; and
"(I) MAKING READILY AVAILABLE TO THE STATE BOARD, THE STATE AND NATIONAL ADVISORY COUNCILS ON VOCATIONAL EDUCATION, THE STATE COMMISSION ON THE STATUS OF WOMEN, THE COMMISSIONER, AND THE GENERAL PUBLIC, INFORMATION DEVELOPED PURSUANT TO THIS SUBSECTION.	(i) MAKE AVAILABLE TO THE STATE BOARD, THE STATE ADVISORY COUNCIL, THE NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION, THE STATE COMMISSION ON THE STATUS OF WOMEN, THE COMMISSIONER, AND THE GENERAL PUBLIC, INCLUDING INDIVIDUALS AND ORGANIZATIONS IN THE STATE CONCERNED ABOUT SEX BIAS IN VOCATIONAL EDUCATION, INFORMATION DEVELOPED UNDER THIS SECTION;
	(j) REVIEW THE SELF-EVALUATIONS REQUIRED BY TITLE IX; AND
"(2) From the funds appropriated to carry out subpart 2, each state shall reserve $50,000 in each fiscal year to carry out this subsection."	104.76 Studies to carry out functions. A State may use funds available under section 130 of the Act to support studies necessary to carry out the functions set forth in 104.75. [See first item above]

Definitions: (a) "Sex bias" means behaviors resulting from the assumption that one sex is superior to the other.
(b) "Sex stereotyping" means attributing behaviors, abilities, interests, values, and roles to a person or group of persons on the basis of their sex.
(c) "Sex discrimination" means any action which limits or denies a person or group of persons opportunities, privileges, roles, or rewards on the basis of their sex.

state's basic block grant may be used to provide counseling and job placement services for women who enter nontraditional training programs. States must spend a minimum of twenty percent of available funds on guidance programs which may include vocational resource centers to assist individuals out of school, seeking second careers, or entering the job market late in life, and for guidance counselors on non-sexist counseling and changing work patterns of women.

States have discretion to use funds to develop non-sexist curriculum. Contracts may also be awarded to review and revise experimental curricula for sex role stereotyping. States may also use their block grants for vocational programs for adult women, to award research contracts for exemplary and innovative projects which give priority to overcoming sex stereotyping and bias in vocational education, for support services designed to enable teachers to meet the needs of individuals enrolled in nontraditional job training programs, and to develop curriculum materials which deal with equal opportunities laws, the changing career patterns of women and men.

3. Each vocational education institution is mandated to provide counseling and job placement services for nontraditional students. In each institutional setting, teaching strategies and resource materials have to reflect sex fair vocational education philosophies. Efforts must be made to reduce sex stereotyping--by educational personnel, students, parents, community, employers, etc. Guidance and testing materials have to be designed to overcome sex bias in programs. And, exemplary and innovative projects are to be developed to provide support for nontraditional students, to give priority to reducing sex stereotyping, to provide in-service training for teachers/staff in the elimination of sex bias in educational programs.

SOURCES FOR SEX EQUITY RESOURCE MATERIAL

The following resources can provide bibliographies concerning sex equity, summaries of legislative acts and orders, guidelines for promoting sex equity in vocational education, compliation of teaching strategies--activities and content information--to encourage sex equity in the classroom.

American Education Research Association
1126 16th Street, NW
Washington, DC 20036
202-223-9485

American Federation of Teachers
Human Rights & Community Relations
11 Dupont Circle, NW
Washington, DC 20036
202-737-4400

American Institute for Research
3301 New Mexico Avenue, NW
Washington, DC 20016
202-686-6800

American Vocational Association
1510 H Street, NW
Washington, DC 20056
202-737-3722

Education Commission of the States
Equal Rights for Women in Education Project
300 Lincoln Tower
1860 Lincoln Street
Denver, CO 80202
303-861-4917

National Advisory Council on Vocational Education
425 13 Street, NW, Suite 412
Washington, DC 20004

National Center for Career Education
University of Montana
P.O Box 7815
Missoula, MI 59801
406-243-5262

National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, OH 43210
614-486-3655

National Coalition for Sex Equity in Education (NCSEE)
P. O. Box 82
El Dorado Hills, CA 95630
916-322-7388

NEA Order Department
The Academic Building
Saw Mill Road
West Haven, CT 06516

National Foundation for the Improvement of Education (NFIE)
400 N Capital Street, Suite 379
Washington, DC 20001
202-833-5426

Office of Education
Department of Health, Education & Welfare
Title IV Civil Rights Act of 1964
400 Maryland Avenue, NW, Room 2001
Washington, DC 20202
202-245-8484

Project on Equal Education Rights (PEER)
National Organization for Women
1029 Vermont Avenue, NW, Suite 800
Washington, DC 20005
202-332-7337

Racism/Sexism Resource Center
Room 300, 1841 Broadway
New York, NY 10023

Resource Center on Sex Roles in Education
Council of Chief State School Offices
400 N Capitol Street, Suite 379
Washington, DC 20001
202-833-5426

Title IX Coordinator and/or Sex Equity Coordinator
Bureau of Vocational Education
Kentucky State Department of Education
Capitol Plaza Tower
Frankfort, KY

Superintendent of Documents
U. S. Government Printing Office
Washington, DC 20402

Women's Educational Equity Act Program
Health, Education and Welfare
Office of Education
400 Maryland Avenue, NW, Room 2147
Washington, DC 20202
202-245-2182

Women's Educational Equity Communications Network
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, CA 94101
415-565-3032

Women's Equity Action League
Educational and Legal Defense Fund
805 15th Street, NW, Suite 822
Washington, DC 20005
202-638-1961